

# ***Professional Learning in the Learning Profession***

Effective Practice → Increased Student Learning



**Summit IV**  
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# Intended Outcomes

- Consider the elements of a learning system
- Explore key leader behaviors that contribute to effective teaching and learning
- Consider teacher evaluation as part of a broader implementation strategy



- The International Association of Learning Educators

## Our Beliefs

- *Effective professional learning is fundamental to student learning.*
- *All educators have an obligation to improve their practice.*
- *More students achieve when educators assume collective responsibility for student learning.*
- *Successful leaders create and sustain a culture of learning.*
- *Improving student learning and professional practice requires ongoing systemic and organizational change.*



## Our Mission

Learning Forward advances educator effectiveness and student results through standards-based professional learning.



# Informing our work...

- Decades of professional learning research including the recent series of reports released by Linda Darling-Hammond, et al.
- Decades of intensive engagement in provinces, states, and school systems
- Active engagement with our partners including AFT, NEA, NASSP, NAESP, AITSL, MetLife Foundation, The Wallace Foundation, The Bill and Melinda Gates Foundation, etc.

# Professional Learning Link to Student Results





# Standards for Professional Learning

# The Complexity of Teaching

“After 30 years of doing such work, I have concluded that classroom teaching is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity our species has ever invented...the only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

Lee Shulman, *The Wisdom of Practice*



# Four Key Questions

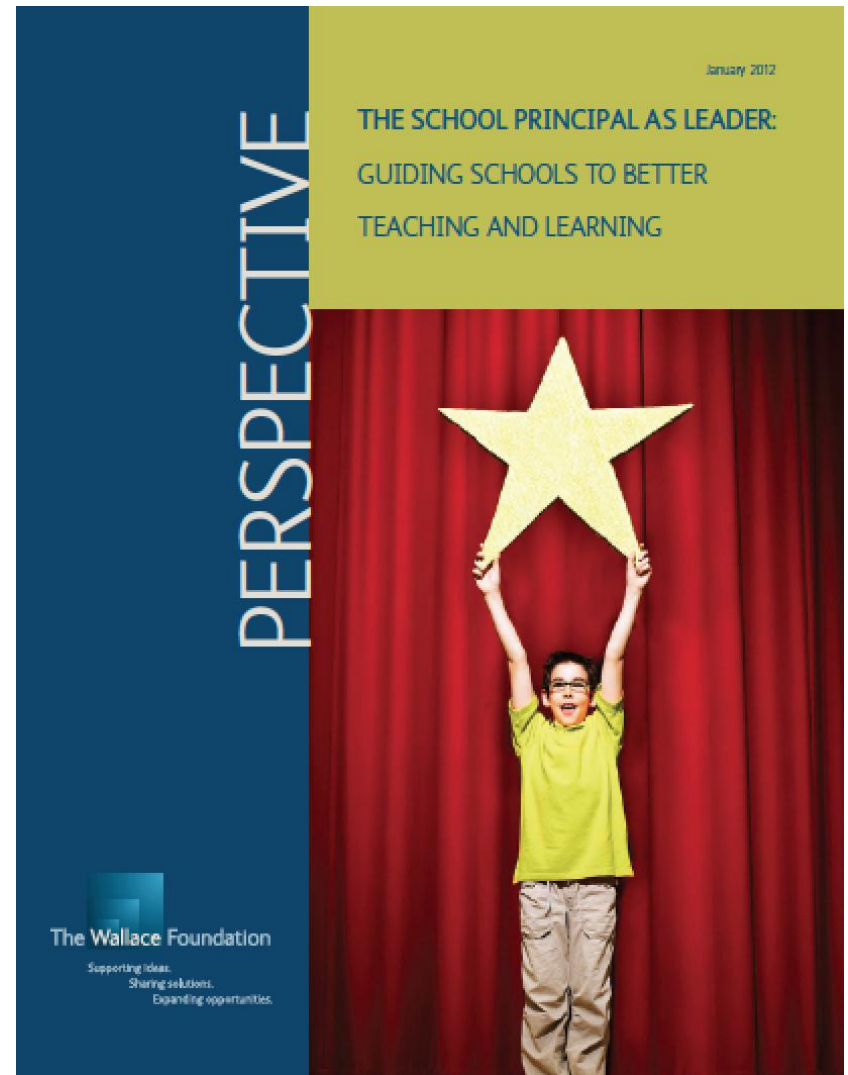
1. What is it we that want our students to know and be able to do? (Student Standards)
2. What do we want our teachers to know and be able to do to develop and sustain effective learning environments for students? (Teacher Standards)
3. What do leaders need to know and be able to do to create optimum conditions for teaching and learning? (Leader Standards)
4. In what ways can we ensure teachers and leaders develop the skills they need to be consistently effective? (Professional Learning Standards)

# Becoming a Learning System

# The School Principal as Leader

## Guiding Schools to Better Teaching and Learning

*“This Wallace Perspective is a culling of our lessons to describe what it is that effective principals do.”*



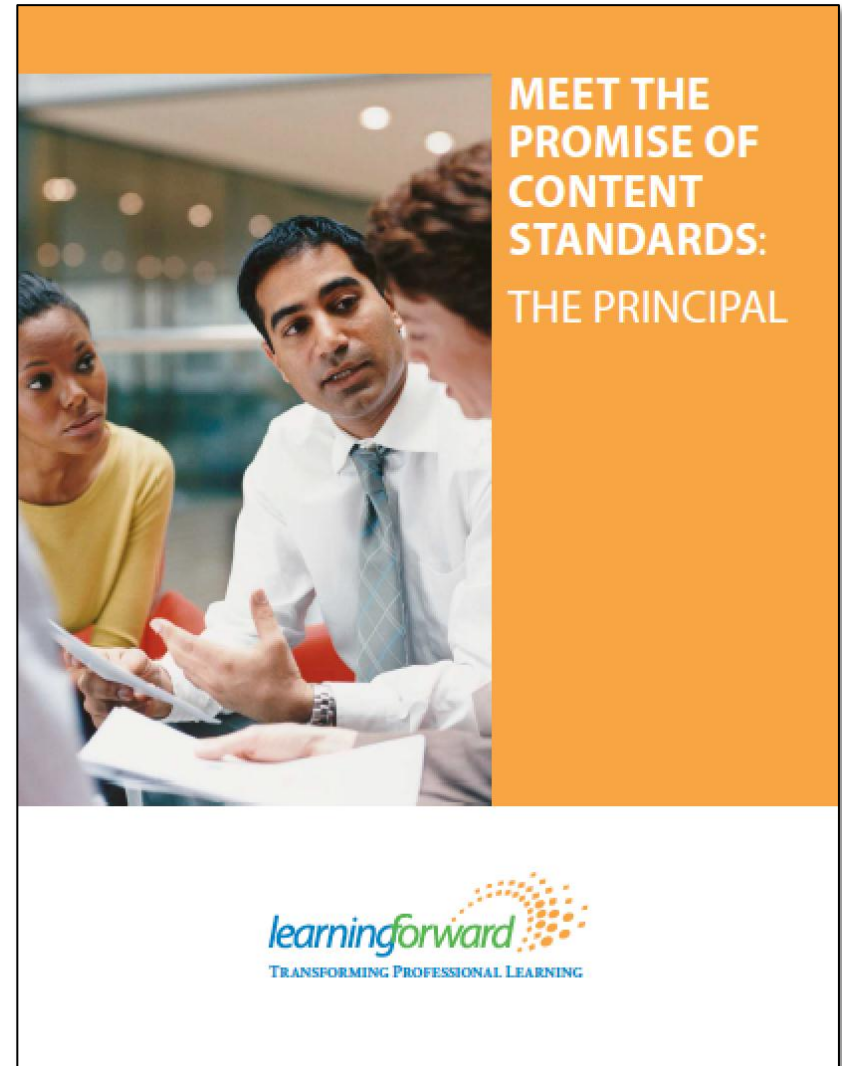
# The Wallace 5

1. Shaping a vision of academic success for all students.
2. Creating a climate hospitable to education.
3. Cultivating leadership in others.
4. Improving instruction.
5. Managing people, data and and processes to foster school improvement.

# Meeting the Promise of Content Standards

## The Principal

*Transforming  
Professional Learning  
(TPL) to Prepare  
College- and Career-  
Ready Students:  
Implementing the  
Common Core*



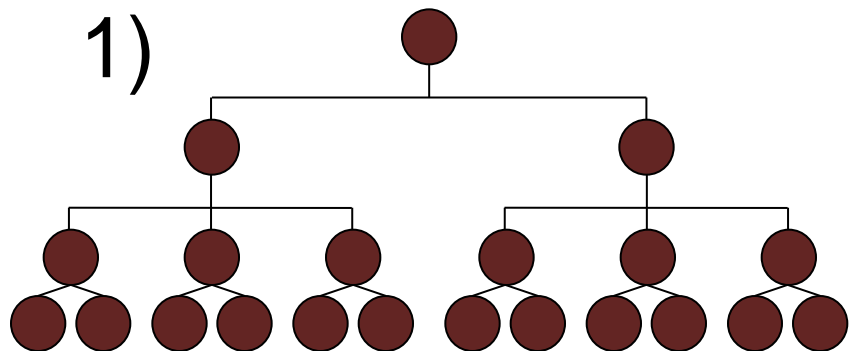
# 1. Shaping a Vision of Academic Success for All Students

- *Deepen their own understanding of the Common Core Standards*
- *Reinforce high expectations for students and staff and develop/enact plans to achieve the vision*
- *Challenge beliefs that interfere with achieving the vision*
- *Establish and communicate non-negotiables related to teaching and learning*
- *Serve as the cheerleader, coach, and standard bearer for the vision*

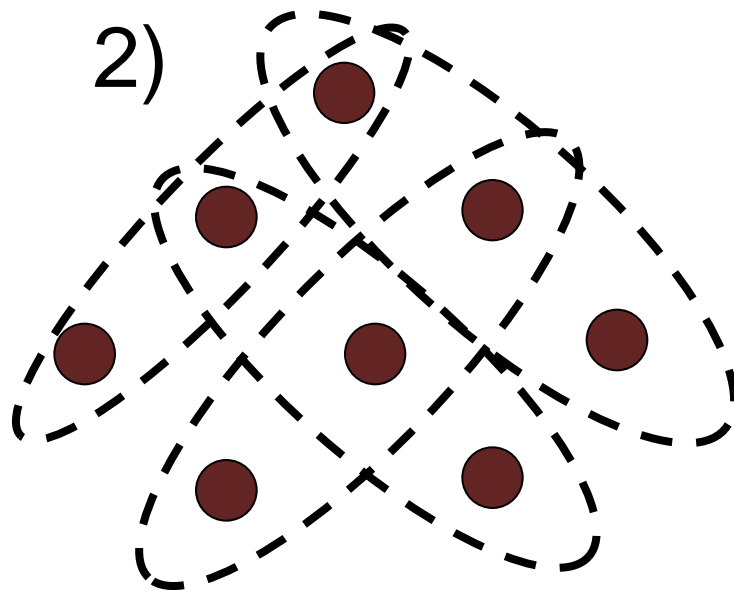
## 2. Creating a Climate Hospitable to Education

- *Create time within the school day for professional learning and collaboration*
- *Be present in classrooms and learning communities frequently*
- *Create schoolwide and team norms and expectations for collective responsibility for student success*
- *Develop staff's capacity to collaborate effectively about standards and effective instruction*
- *Celebrate successes*
- *Eliminate barriers that interfere with effective teaching and learning*

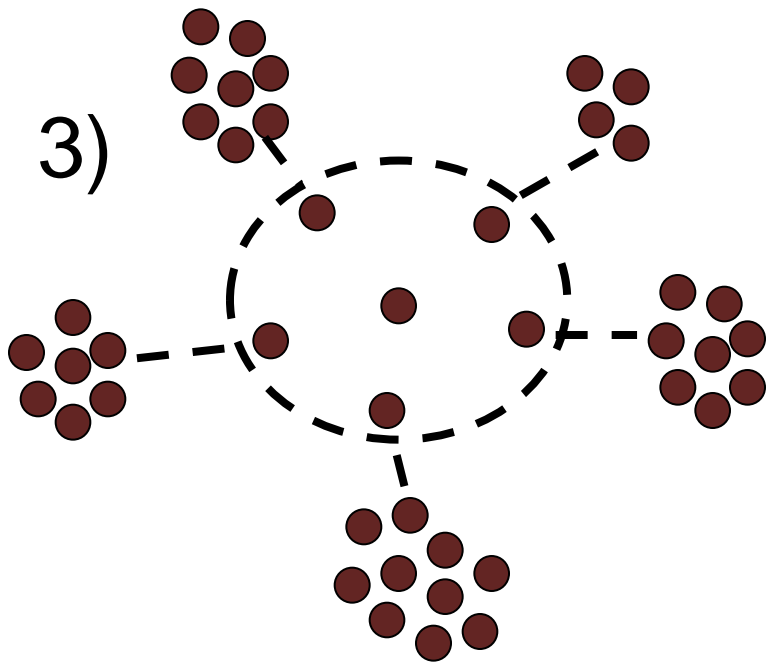
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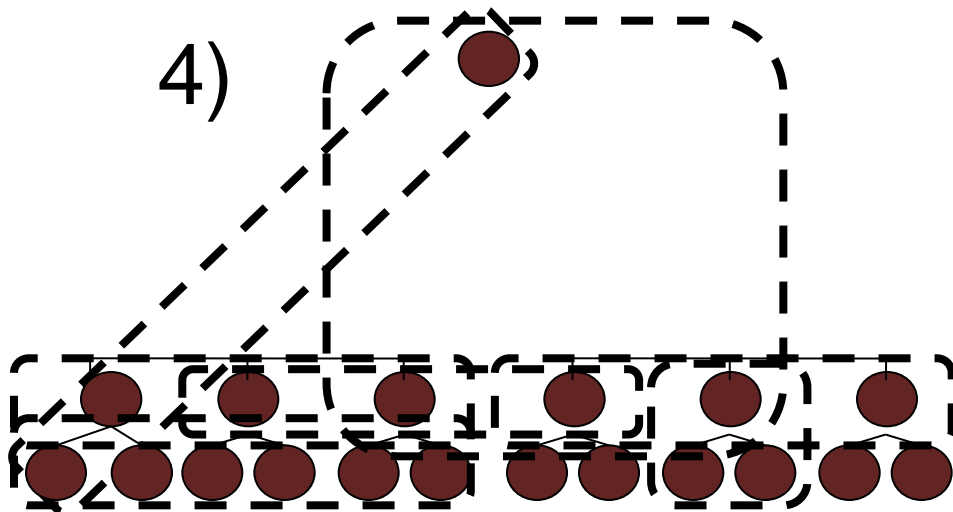
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3)



4)





# PROFESSIONAL LEARNING–

**The Term 'professional learning' means:**  
a comprehensive, sustained and intensive  
approach to improving teachers' and  
principals' effectiveness in raising student  
achievement –

Professional learning fosters collective responsibility for improved student performance and must be comprised of professional learning that –

- 1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
- 2) is conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- 3) is facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- 4) occurs primarily multiple times per week or the equivalent of several hours per week; and
- 5) engages established learning teams of educators in a continuous cycle of improvement



## IMPLEMENTATION

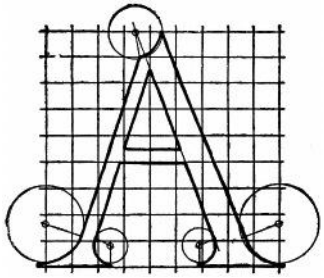
Professional learning that increases educator effectiveness and results for all students **applies research on change and sustains support for implementation of professional learning for long-term change.**

# ***Implementation***

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## **CORE ELEMENTS:**

- Apply change research
- Sustain implementation
- Provide constructive feedback



*a*



# Protocol

- **Activity:** Professional Learning in Practice
- View the video segment making note of:
  - Assumptions
  - Agreements
  - Alignments
  - Aspire to put into practice
- Consider the “enabling conditions”

### 3. Cultivating Leadership in Others

- *Focus the administrative and school leadership teams' work on implementation of Common Core*
- *Advocate, select, develop, and support teacher-leaders to expand instructional leadership*
- *Provide professional learning for teacher-leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities*
- *Set expectations for staff for engaging with teacher-leaders*
- *Coordinate and narrow teacher-leaders' work*
- *Provide teacher-leaders with ongoing coaching/support*

## 4. Improving Instruction

- *Set clear goals with individuals, teams, and whole faculty for student achievement & effective instruction*
- *Provide intellectually stimulating professional learning focused on meeting vision for academic success*
- *Engage teachers in visiting one another's classrooms to promote transparency and shared expertise*
- *Address quickly and proactively problems in instruction and student learning*
- *Visit classrooms to support and monitor instruction and provide frequent constructive feedback*

# THE LEARNING System

## Inside

- Implementation: The second dimension of professional learning, p. 2
- Addressing diversity requires transparency, fidelity, and modeling, p. 3
- Tool: Personal learning plan, p. 6
- Tool: Teacher evaluation and development process, p. 7

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EVERY EDUCATOR ENGAGES IN EFFECTIVE PROFESSIONAL LEARNING EVERY DAY SO EVERY STUDENT ACHIEVES

Resources for immediate use...



# Post Conference Questions:

## Focused on Common Core Shifts

- Throughout the school day, are students being given an opportunity to read at least 50% information text?
- While reading, do students identify explicit and inferential textual evidence to support their analysis of literary text? Information text?
- When making claims about text while speaking or in writing, are students expected to support their claims with textual evidence?

# Post Conference Questions: Focused on Common Core Shifts

- Do students have a chance to wrestle with complex text on a daily basis?
- Is there a system in place to help struggling readers learn to read complex texts independently?
- Are students being explicitly taught academic language across the content areas?

And...

- What learning needs do you have?

# Re: Teacher Learning Needs

Teachers explain:

- What do I need to learn in order to improve student learning regarding this standard?
- What options are available to help me learn this?
- What would be my preferred way to learn this?
- What steps do I need to take to ensure that I am able to learn in the way that best suits my needs?

# Re: Teacher Learning Needs

Teachers explain...

- How will I know that I have learned what is necessary? What changes in student learning will I see as a result of this?
- When will I evaluate the impact of what I have learned on my students' learning?
- With whom will I share my results?

## 5. Monitoring People, Data, and Process to Foster School Improvement

- *Hire teachers with deep content knowledge, competence in pedagogy, & provide mentoring to new staff*
- *Tap the expertise of teachers who have solved persistent instructional problems*
- *Use data to inform decisions about instruction, professional learning, performance, & student learning*
- *Analyze scope of change required within school and classrooms and respond accordingly*
- *Reflect on competing priorities and focus on those that will have greatest leverage in improving instruction*

***What does a “learning system” look like  
from the perspectives of the:***

**Student**

**Teacher**

**Principal**

A PERSONAL STORY

# In a learning system...

1. My school is safe and has a crystal clear picture of what I need to learn.
2. My teachers understand that their love is important but not enough.
3. Responsibility for my learning is held by all, and I have access to everyone's expertise.
4. A commitment to continuous improvement permeates my school and system.
5. If at first I don't succeed...



# In a learning system...

6. My teachers and principal are paying attention to various forms of the data I generate, and processes exist to analyze and respond to those data.
7. My school and district attend to the learning needs of my teachers and principal, and all are evaluated and supported.
8. My friends and I graduate college-and-career ready with the skills needed to compete against top students from around the world.

ANOTHER PERSONAL STORY

# In a learning system...

1. My district has a clear picture of what effective teaching looks like.
2. My district and school believe my learning is just as important as my students'.
3. My principal knows my strengths and learning needs.
4. I have the necessary supports at all stages of my career.
5. The professional learning I experience is collaborative, job-embedded, and evaluated.

# In a learning system...

6. I don't work in isolation.
7. My colleagues and I innovate responsibly.
8. My colleagues and I consistently engage in a cycle of continuous improvement in order to meet the collective learning needs of our students.
9. I have a role in working with my principal and school leadership team to create the optimal conditions for learning in my building and classroom.
10. I am highly effective in my craft.

A FINAL PERSONAL STORY

# In a learning system...

1. My system has a clear picture of what effective leading looks like.
2. My system has strong relationships with the universities that provide our teachers and leaders.
3. My learning is considered just as important as my teachers' and my students'.
4. I have the necessary supports at all stages of my career.
5. My supervisor knows my strengths and learning needs.
6. There is a culture of trust throughout my system.

# In a learning system...

7. My colleagues and I have a role in working with my district office to create the optimal conditions for learning.
8. I see a true learning community being modeled in my district office.
9. My district doesn't make me fight for the resources I need to do my job.
10. Our school board has adopted a definition of professional learning.
11. I identify and support future leaders.
12. I am highly effective in my craft.

# Thank you!

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